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The School and Community

Published Monthly by The Missouri State Teachers Association

Columbia, Missouri

VOL. IX

JANUARY, 1923

NO. 1

A Prayer

These are the gifts I ask
Of thee, O God, my God:
Strength for the daily task,
Courage to face the road,
Good cheer to help me bear the traveler's load,
And, for the hours of rest that come between,
An inward joy in all things heard and seen.

These are the sins I fain
Would have Thee take away:
Malice and cold disdain,
Hot anger, sullen hate,
Scorn of the lowly, envy of the great,
And discontent that casts a shadow gray
On all the brightness of the day.

Henry Van Dyke



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. IX

JANUARY, 1923

NO. 1

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THE SCHOOL AND COMMUNITY

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EDITORIAL

BETWEEN true religion and true science there must be essential harmony. Both are from God. Both are true. Truth cannot conflict with itself. Consequently, there will always be, as there has always been, a development of religious ideals, beliefs, and practices to fit into, and harmonize with the growing knowledge of scientific truth. A religion that ignores truth cannot be a practical religion, and one which denies truth is nothing more than an un-

Religion and Science reasoning superstition, a fetish, fit only for lowest stages of barbarism, and without appeal to the thoughtful member of civilized society. That there should be momentary and spasmodic conflicts between some of the more dogmatic religionists and science must be taken as a matter of course, for inertia of the human mind is no less a law than is inertia of material. Science has to overcome this static tendency, else there can be no progress. Religion must overcome it or it becomes an anachronism. That the former has, through its pioneers, made progress is everywhere evident. That religion is evolving into a more useful, functional and re-creative force is also evident when we compare one period with a former period. It is as impossible to conceive of burnt offerings to the Deity as a part of modern religious ceremonies as it is to conceive of a flat earth as a part of the solar system. To think of modern clergy imprisoning a Roger Bacon for trying scientific experiments, forcing a Galileo to recant his pronouncement that the earth moved, denouncing Kepler's Laws as "contrary to the sacred scriptures," berating Franklin for his invention of the lightening rod as an impious meddler with the thunder bolts of heaven, or passing resolutions condemning Dr. Simpson's discovery of the use of chloroform in the reduction of pain as being contrary to the law of God, is as impossible as it is to think of a

modern scientist trying to make gold out of the yolk of an egg or to invent a perpetual motion machine. We are coming to be tolerant of truth, to believe more thoroughly that "the truth shall make us free," to look on true religion as a mode of life in a dynamic world and to regard the Bible as a rule and guide for our faith and practice in a world of law and in a society that is governed by law, rather than as a Book that is an authority on biology, geology, astronomy or the method of the creation of the cosmos.

IT is commonly agreed that schools thrive best in a democracy when they are free from the taint of partisan politics. Missouri is highly blessed in the application of this principle to her local systems, her teachers colleges and her State University. In these units we do not know of an obviously partisan administration. But with the county, state and nation, how different? The county superintendency is coming more and more to be an office in which the incumbent is of the same political prejudices as those of the dominant party. When the appointment of this school administrator devolves upon the governor he always regards it as a political office and makes the appointment on a political basis. The state superintendency is made political by the State Constitution. The national commissionership is a political plum that goes, with other appointments, to the spoils of the victor. At this time when the personnel of the State Superintendent's office is undergoing a complete change we are impressed with the fact that not only his election is political but that the appointment of all of his assistants is political, from office boy to chief assistant. The men and women who are displaced are displaced not because of unfitness or that their successors are better qualified, not

A Political School System

because the people of the State will be better served or the educational interests will be the better cared for (in fact, there must be a distinct loss to both these interests, due to the disorganization incident to the change), but for the sole reason that the incoming superintendent is of one political faith while that of the outgoing one is of a different party. The fact that this office is one of the so-called, and generally considered, minor offices, contributes to the political character of it. The superintendent is chosen not because of any peculiar fitness that he may have for the place but solely because he happens to be on the winning ticket. His selection is thus determined by issues entirely foreign to his office. Is the governor popular, is the candidate for senator a good electioneerer, is the League of Nations an issue, does the revision of the Volstead Act enter into the campaign, are times hard, and have the people voted heavy taxes, are some of the issues that may determine who shall be state superintendent of schools. In truth, the candidate's fitness for the office, or the policies he expects to inaugurate, are such small factors in his selection as to be negligible.

The administration of the Smith Hughes vocational work which seems to have recently emphasized the partisan character of our state school system is to be taken over by one not in harmony with the new superintendent, at least politically. This action of the State Board, for the evident purpose of retaining a man of their political party, may possibly, result in the Assembly's partisan reaction to the point of curtailing appropriations for this particular work and thus injuring a field of education that promises much in the development of vocational training.

The partisan politics that dominates our county, state and national systems would not be for a moment condoned in a local system. If it is bad for the one it can have no great virtue for the other. This situation presents problems worthy of the gravest consideration of the makers of our new constitution. That part of the constitution which compels the partisan election of a state superintendent and presents opportunity for such political action as may render the whole state educational machinery putrid with partisan practices should be changed.

AMONG the educational needs of Missouri there is not a more outstanding one than that presented by the Graduate Department of the School of Education in the University of Missouri. Within the past three years the number completing work in the undergraduate courses in the various colleges of the State and who are, therefore, ready for graduate work in some university of the country has considerably more than doubled. But for more than a decade the facilities of the School

The Need of Missouri

of Education have been practically in statu quo. This static condition is not found in the schools of education in other universities comparable in possibilities to the University of Missouri. The inevitable result is that hundreds of Missouri men and women are going elsewhere to complete their work for the higher degrees in education. Preparing themselves for the very type of educational leadership that Missouri needs and is demanding, they form new associates, broaden their outlook, lose their personal interest in the problems of their native State and accept positions in other parts of the nation. Missouri is thus the loser. Having supported the institutions that nurtured these people to the flower we allow others to gather the fruit.

There is a reason. Obviously, inadequate financial provision has been made for this school. Compared with the support given the schools of education in eleven near-by institutions Missouri stands at the bottom in important particulars and so near the bottom in others as to be humiliating. For example, in salaries paid to the full professors in education Missouri is eleventh in a list of eleven, being surpassed by Illinois, Ohio, Iowa, Chicago, Minnesota, Indiana, Michigan, Wisconsin, Nebraska, and Oklahoma. In salaries paid associate professors only one of the above states ranks below Missouri. In salaries paid to assistant professors Missouri is at the bottom of the list. While we may well be proud of the quality of the professors in our School of Education, several of whom are authors of texts in their special fields which are used in other institutions, we should regret that their love for Missouri has been

at a sacrifice of personal reward and that the indisposition of the legislature, the university administration, or whoever is responsible for the condition, has compelled them to work without adequate equipment, or assistance.

Of course the primary reason for the improvement of our School of Education is to be found in the interest of the boys and girls of the State, who are entitled to the best that the State can give them. Modern education demands trained leaders to the end that the money spent on the schools may be spent efficiently, and that the greatest returns possible may be obtained. Training in the administration and organization of education is just as essential, may be more essential, than training in the management of farms, or business. Certainly more people are interested in the wise administration of schools than in any other field. It is time that the legislature see to it that the school of education is placed on a par with other schools and colleges of the University and that it develops to the point where it can adequately conserve the educational resources of the state that are now lost after we have tilled the ground, sown the seed and cultivated the crop.

IS it possible that in this age of specialization in school work, as in other fields of service, when the superintendent is frequently overwhelmed with administrative detail, when, in some systems, there is a supervisor for each and every department of instruction, that the classroom teacher may be forgotten? Are

The Classroom Teacher

we evolving a system that smothers the teacher in a welter of confused systems of tests, records, and other administrative and supervisory devices? Are we arriving at a place where the teacher is to the "higher ups" only as the day laborer is to the foreman, or the factory girl is to the superintendent of the factory? When we forget the teacher, when we by inference or by overt act refuse to give to her every opportunity for self expression and free work, when we lower her high calling either in her own opinion or in the opinion of those whom she serves, we are destroying the very warp and woof of our school system. It

is the teacher that comes in contact with the child and not the superintendent. It is the teacher that moulds the character of the citizenship of the nation, not the supervisor. It is the teacher who, in her seven hours of work in the school room and her many other hours of work in study, paints the masterpiece on the canvas of human hearts. It is too often the superintendent, or the supervisor, who appends his signature to the painting and exhibits it as his product in the halls of the exhibit room. There is glory enough for all, but there are humble opinions to the effect that the classroom teacher is often denied the glory that of right belongs to her and that the schools are not improved by the attitude that only the "supers" are capable of doing the big things in education.

DIPHTHERIA is one of the most dreaded diseases that is common to child-hood. Its history has been such as to cause parents and school officials much alarm when its presence is announced in a community. While the proportion of fatalities from this disease has been greatly reduced by the antitoxin method of treatment, the mortality is still high as is evidenced

The Schick Test

by the fact that out of 14,014 cases reported last year 1,239 died. The shortcomings of the antitoxin treatment are that often the case is not recognized as diphtheria until it is too late and that the protection given by it extends over only a short period of time. The test discovered by Dr. Schick solves these difficulties. By it the susceptibility or immunity of an individual is determined. The test is painless, harmless and efficient. According to reports, tests performed on 100,000 school children show that from 85 to 100 per cent of susceptibles become immune with one series of treatments, and that the most stubborn cases of susceptibility become immune after a few treatments. The efficacy of the tests appear to have been confirmed by the experience of many countries and cities. In Rochester, Minnesota, the Kiwanis clubs have co-operated with the school and health authorities in the administering of the test to practically all the school children of that city with

the result that the susceptible children have been immunized against the disease and a proportionate burden of dread has been removed from parents, to say nothing of the increased efficiency of the schools through the elimination of one cause of their having to close as a matter of prevention. Considering the far reaching results that are made possible by Dr. Schick's discovery it is not outside the realm of possibility that there may come a time when this dreaded disease will have been eliminated from the category of ills that human flesh is heir to.

JOY E. MORGAN, editor of the Journal of the National Education, writing in the Chinese Students' Monthly, suggests in a very forceful manner that allied debts be used to establish an education fund. Mr. Morgan takes his suggestion from the use made by the Chinese of the indemnity money returned to them by the Government of the United States,

which indemnity was paid to our government because of injuries to American citizens during the Boxer uprising of 1900. This remitted indemnity, amounting to about \$11,000,000, has been used by the Chinese government to send 100 students each year to American Universities and to maintain a special preparatory school in China for fitting the chosen students for entry into our colleges. The uses that has been made of this fund by the Chinese has unquestionably fostered ties of lasting understanding and friendship between them and the United States. Mr. Morgan after pointing out the difficulties that present themselves when payment of the vast international obligations is demanded and the even greater difficulties that attend their cancellation suggests that the debts or the interest thereon be set aside for some constructive purpose which by its nature would lay the foundation for increasing good will. He calls attention to the fact that the children have been the greatest sufferers from the world war. He says, "The war destroyed property valued at billions of dollars that should have been the heritage of the children of this generation. The children should have had the use of this material equipment and

should have been aided by it to live fuller and richer lives. But vastly greater than its destruction of material wealth, was the war's destruction of human resources—the millions of men killed, other millions crippled for life, and still many more millions unable to give to their children the advantages that would have been possible under other circumstances. To the children of these men who fought for the betterment of humanity, the world owes an obligation which can never be paid. The best that can be done is to give them the best educational opportunity that can be provided under existing conditions. To put the great amounts that are involved in war debts into a fund for this purpose would be a master-stroke of statesmanship. It would remove with a single gesture the withering influence of the burdens which seem now to hang hopelessly as millstones about the neck of humanity. It would be to set loose in the world a leavening influence which would quicken and stimulate the lives of the boys and girls and men and women everywhere: It would help the world to live by its best and inaugurate a spiritual revival greater than the world has ever seen.

THE delay in the issue of the December SCHOOL AND COMMUNITY as well as the tardiness of this issue is due to difficulties in correcting the mailing list. It appears that many teachers neglect to give their last year's addresses

when they enroll, thus making it impossible to make the necessary changes. To make sure that each receives his magazine, his name is put on the list whether he gave his old address or not. In this way those who have changed addresses and have not given their previous post office are on the list for two post offices. Due to this duplication we are mailing two or three thousand more copies than our more than 17000 subscribers make necessary.

Teachers will confer a much appreciated favor by making sure that they give their old as well as their new addresses. They will facilitate promptness in mailing and in addition will save the Association the needless expense of printing two or three thousand extra copies.

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Music in the Joplin High School

IN the Joplin High School music is a real factor—so considered by pupils, teachers, instructors and the public. Under the direction of T. Frank Coulter, one hundred forty-five boys and girls pursue courses for which they not only receive regular school credit but through which they render immediate service to the school and the community and acquire a practical knowledge of music which will enable them to continue this service as citizens throughout their lives.

Professor Coulter says that the development of student musical organizations has been so widespread, and the nature of their work has, in many cases, been so mature that even those directly in charge have wondered how far the work could be carried. It is certain that those who have seen the Joplin music groups at work have marveled at the enthusiasm of the students, their ability of execution of the world's best music and the sense of appreciation that has permeated the entire student body and the public generally.



T. FRANK COULTER,
Director of Music,
Joplin H. S.

And an orchestra of 63 pieces. All of these have rehearsals on school time. One period a day is given to the glee clubs and mixed chorus, the girls using two periods a week, the boys two and the chorus one. A credit of three-tenths unit

is given for a semester's work.

The band and orchestra is given a period each day, two periods a week being devoted to the band and three to the orchestra. In addition to this the band and orchestra have a regular rehearsal of one hour each week. Regular rehearsals are held through the summer vacation period. On account of the extra rehearsals of the band and orchestra, in addition to the large amount of outside playing that these organizations do for various community functions, the members are given credit to the amount of three-fifths unit per semester for the orchestra and two-fifths unit for the band, thus making a solid credit for those who play in both organizations.

In addition to the work already mentioned each student must do choral work



THE ORCHESTRA

The musical organizations of the Joplin High School comprise a girls' glee club of 23 voices, a boys' glee club of 29 voices, a mixed chorus of 52 voices (a combination of the glee clubs), a band of 30 pieces

which gives to every high school boy or girl one period a week in chorus singing. School credit is given also to those students who pursue regular studies in music under private teachers provided the work

be done under accredited teachers. These students take one hour, or two half-hour-lessons per week and do ten hours of practice at home. For this work the teacher issues monthly grades and the parents make signed statements with regard to the hours of practice. Three hours of class work are done per week in school, one-third of which is in music appreciation and two-thirds in history of music or harmony. For this work one and one-half units of credit are given. Not all of these credits are acceptable for college or university entrance, so the course is obviously designed for those who want to make a specialty of music.

The instrumentation for the orchestra is as follows:



THE BAND

- | | |
|----------------------|----------------|
| 11 First violins | 2 Bassoons |
| 9 Second violins | 1 Harp |
| 6 Violas | 4 French horns |
| 6 Cellos | 4 Trumpets |
| 5 Bases | 4 Trombones |
| 2 Flutes | 1 Tuba |
| 2 Oboes | 1 Pair tympani |
| 3 Clarinets | 1 Drum |
| 1 Baritone saxophone | |

This instrumentation, so near to symphonic proportions, is the result of years of effort. It is not an easy matter to find boys to take up oboes, bassoons, French horns and other instruments not commonly used in solo work. Many of these instruments have to be provided for the pupils. The school therefore owns the following instruments: four violas, five basses, one oboe, one bassoon, a French

horn, a tuba, a pair of tympani, and a bass drum.

Some help on the purchase of these school owned instruments has been received from the Board of Education but for the most part they have been purchased from funds earned by means of concerts.

Speaking of the class of music used Professor Coulter said, "I know that my opinion on this matter differs from that of many people. I believe that one of the best ways to raise the standard of music appreciation in a community is to have the members of the performing groups to become acquainted with the world's best music through direct experience. Our orchestra attempts the most ambitious

works possible. To a certain extent, at least, what we lack in technical proficiency we make up in enthusiasm. My orchestra is never so pleased as when struggling with some pretentious composition. At a concert to be given in the near future, it is our intention to present two movements of Rimsky-Korsakoff's 'Scheherezade' and Saint Saens' 'danse Macabre'."

The band work is worthy of special mention also. Until recently the band has been used as a sort of training school and any student who had an instrument was allowed to join. The result of this system was, from a musical point of view, bad. The process of elimination has been resorted to until at the present time there are thirty pieces with the following instrumentation: (Continued on page 27)

The Spirit of the Kansas City Meeting

By WILLIAM WADE WALTERS, Principal Ashland School, St. Louis

I RECALL a meeting of the Association in Moberly about fifteen years ago which had an attendance of less than four hundred. The attendance at Kansas City was two or three times four thousand, and the paid membership was about seventeen thousand; and the dues are twice what they were in the days of the very small numbers.

All the hotels near headquarters were filled to overflowing as early as Wednesday morning. I found the Coates House five blocks away, filled to capacity. St. Louis and Kansas City are the only places in the State that can take care of our State meeting.

In this almost 100% membership from all parts of the state and a very large attendance by teachers engaged in all phases of educational work, I think we see evidences of better professional spirit and the awakening of an educational patriotism bigger than the individual classroom and broader than the home town, even though the home town be as large as St. Joseph or Springfield. There is a growing faith and devotion in our profession.

Everywhere, in hotel lobbies and other places of meeting the spirit of good fellowship was in evidence. Teaching has become a fraternity because of common interests that are rapidly developing a genuine profession. This professional spirit was evident in group discussions and sectional meetings. The Assembly of Delegates in its third annual session maintained its reputation for serious, thoughtful, efficient work. Throughout the three half day sessions there was a dignified professional atmosphere very properly assumed by the representatives of seventeen thousand educators.

It seemed to me as I mingled with thousands from all kinds of educational work in every town and county of the State that there has been a great educational revival. There have always been a few devoting themselves assiduously to the solution of educational problems. The number is growing rapidly. If our State could have had in 1870 twenty thousand

such educators as those assembled in Kansas City, Missouri would today be the greatest commonwealth in all the world. Watching the game of politics as played, and the ruthless profiteering of big business during and since the war, one becomes pessimistic and sees little hope for the improvement of the financial, physical, intellectual and social status of a great majority of the people. It is when we turn our attention to the doings of our scientists, the achievements of the medical profession, and the wonderful progress in the theory, and the moral and financial support of education, that the spirit of optimism is revived and hope for the promotion of the general welfare is born again. If malevolent and unscrupulous politicians and the robber barons of big business expect to go on mustering their cohorts of employees, including lawmakers, lawyers, and judges, it behooves them to thwart the progress of science and general scientific, social and economic education. A thoroughly educated people will not be easily oppressed.

Something of the spirit of the meeting could be observed at the many banquets that were so largely attended for three successive days. On Wednesday I attended the banquet of the Kansas City School Masters Club. At the expense of their club they entertained some fifty out of town guests, including all the members of the St. Louis' School Masters Club that they could find. I recommend, now, to our club the advisability of a wonderful meeting for next November. On Thursday I was one of more than one hundred at the banquet of the Elementary School Principals of Missouri. At that meeting our Mr. Gerling was our most thoughtful and eloquent speaker. On Friday I attended the annual banquet of the Missouri Alumni of our State University. The greatest interest of the evening centered around our venerable President who has tendered his resignation to take effect after he has finished his campaign for an appropriation of five millions. He hopes for success this winter and appeals to

(Continued on page 29)

The New State Department of Education

On the eighth day of January, 1923, the newly elected State Superintendent of Public Schools, Chas. A. Lee, assumed his duties as such, bringing into the office, as is the custom, a full force of assistants.

The announcement of Superintendent Lee's appointments brought expressions of approval and pleasure not only from the many personal friends of the appointees who were glad to see such ability recognized and made use of in the wider fields of service, but also from all who have a living interest in the welfare of the State.

These appointments, which constitute the first official act of the new chief of the educational forces of Missouri, point toward an efficient and constructive administration. On the whole it may be said that no superintendent has surrounded himself with a better trained corps of assistants. It is to be noted that practically every appointee has a degree, several have Master's degrees and one is about to complete his work for his Ph.D.

State Superintendent Lee comes to his new responsibility from the superintendency of the schools of Butler, Missouri where he was serving his fourth year. Prior to his work at Butler he has served



HON. CHARLES A. LEE,
State Superintendent of Public Schools



ARTHUR C. MORELAND,
Chief Clerk

the schools of Lamar as high school principal and as superintendent. At California he was high school principal, and prior to that time he taught for several years in the rural schools of Phelps county, Missouri, in which county he was born.

Mr. Lee was reared on a farm, attended rural schools and graduated from the high school at Rolla. After teaching for several years he graduated from the Central Missouri State Teachers College at Warrensburg. From the president of that institution we

learn that he worked as a clerk in the hotel at Warrensburg to help earn his livelihood while in college. He is a graduate of Warrensburg and of the State University.

He is an active member of the Methodist Episcopal Church, South; was superintendent of the Sunday School at Butler and is a Free Mason.

A. C. Moreland, whom Superintendent Lee has selected to be his chief clerk and assistant, the highest position under the State Superintendent, and his closest advisor, is a fellow-townsmen of the superintendent, having his residence in Butler. Bates is his native county and in it he has rendered all of his professional service.

Here, too, he received his elementary education in the rural schools, taught in them

for several years and has presided over them as county superintendent for the past



C. B. HUDSON,
Inspector of Teacher-Training High Schools

eight years. He was elected county superintendent eight years ago and re-elected in 1919. Prior to his election as county superintendent he was principal of the Webster school in Butler for four years.

In the meantime he attended summer sessions at Warrensburg Teachers College and graduated from that institution with the degree of Bachelor of Science in Education. He is well and favorably known among the county superintendents of the state by whom he was recognized as one of the leaders. His personality, training and experience fit him admirably for the position he now has.

C. B. Hudson, who is to have charge of the teacher-training work in the superintendent's office, has for the past ten years been a professor in the department of education at Warrensburg. He holds degrees from that institution, the University of Missouri (A.B. and B.S.) and from Columbia University. His A.M. degree is from the latter university, from which he also holds a special certificate recognized as authority to teach in most of the civilized nations of the world.

He is a native Missourian and has risen through the ranks to the position he now

holds. As a background of experience he has to his credit successful work as a rural teacher, a grade principal, a high school principal, a city superintendent and a college professor. He is fitted in every sense for his new duties and will render to his department a real and lasting service.

C. F. Daugherty, who is one of the high school inspectors, is a native of Virginia but was reared and has received the larger part of his education in Missouri. He has worked out many of his collegiate courses in summer terms, thus bringing to bear personal and active experience upon his studies and carrying directly to his work the most recent theories and practices in education. He attended college at Drury and Southwest Missouri State Teachers College, receiving a degree from the latter. He is a graduate of the University of Missouri. Has done graduate work in the University of California and has a Master's degree from Columbia University. At the time of his appointment he was finishing his work for his Ph.D. at Columbia.

Some of the more recent positions held by Mr. Daugherty are the superintendencies at Albany, Bethany and Nevada.



C. F. DAUGHERTY,
High School Inspector

He resigned from the latter position last spring to resume work for his doctorate.

Richard K. Phelps, also a high school inspector, came to Missouri at the age of



RICHARD K. PHELPS,
High School Inspector

three, having been born in Madison county, Kentucky. His parents settled in Vernon county and here he was educated in the rural schools and the Nevada high school. His college work was done at Missouri University and the Southwest Missouri State Teachers College. From the Teachers College he holds an A.B. Degree. His teaching experience includes work in the rural schools of Vernon county, work in first class high schools as teacher and as principal. For the past five years he has been principal of the Clinton high school and resigned that place in September to accept an assistant professorship in the Teachers College at Springfield, which position he left for his present work.

Mr. Phelps has made a special study of the junior high school movement and is a strong exponent of that idea.

Miss Elizabeth White takes one of the Rural Inspectorships, having resigned her office as county superintendent of Vernon county. She is a native of Clinton county, Missouri, was educated in the elementary schools of Liberty and Rich Hill and received her collegiate training in the Teachers Colleges at Springfield and Warrensburg. From the latter she holds the degree of B.S. in education.

She has had teaching experience in the rural schools, the grades, and as an elementary school principal. Her work as county superintendent is regarded as of the very highest type. She has for several years been prominent in the work of the State Teachers' Association, having served on many of its most important committees and in prominent official positions. At the present time she is a member of the Executive Committee, serving her second term in that capacity. She is a Phi Delta Delta.

J. Will Pierce will also serve as inspector of rural schools. He comes directly from the superintendency of the schools of West Plains. He is a native of Kentucky. Before completing his elementary and secondary education his family settled in Southeast Missouri, where he attended rural schools and the high school at New Madrid, from which he graduated. His college work was done at the Southeast Missouri State Teachers College at Cape Girardeau, The University of Missouri and Chicago University. He holds degrees from each of these institutions, having a degree of B.Pd. from Cape Girardeau, a B.S. in Education from M. U., and a Master of Arts



MISS ELIZABETH WHITE,
Inspector of Rural Schools

degree from Chicago. He has taught in the rural, elementary and high schools of

the State and has served as superintendent at Perryville, Malden, Washington and West Plains. He has had charge

Gibbany was a resident of Columbia, having been a student in the University for the past six years.



J. WILL PIERCE,
Inspector of Rural Schools



W. W. GIBBANY,
Clerk and Director of Publicity

of the schools at West Plains for the past eight years. He is regarded as one of the strong educators of Missouri.

W. W. Gibbany will serve the office as Clerk and Director of Publicity. He is a native of Clinton county, born on a farm, and educated in the rural schools of Gentry county, to which county he moved when but three years old. He is a graduate of the Stanberry high school, the Northeast Missouri State Teachers College and the University of Missouri. From the University he holds three degrees, B.S. in Education, Bachelor of Journalism and Master of Arts. His teaching experience covers seven years, two of which have been in the rural schools, two as high school principal and three as city superintendent. He has been a valuable political advisor

W. G. Dillon, who has accepted the post of Statistician comes directly from the schools of Butler, Missouri, where

he has been working under the supervision of Superintendent Lee.

Bates county has been Mr. Dillon's home since he was three months old and he has been engaged in educational work in that county for thirty years. He was educated in the rural schools, Butler Academy and Avalon College. His special interest has been in the field of Mathematics. He has taken an active part in the politics of his county, serving his party as committeeman for several terms. He is a successful farmer and now owns four hundred acres of land near Butler.



W. G. DILLON,
Statistician

At the time of his appointment Mr. to Superintendent Lee.

Report of Committee on Teachers' Salaries and Tenure of Office

Submitted to the Assembly of Delegates of the Missouri State Teachers' Association at Kansas City, Mo. November 15-18, 1922.

Sources:

This material has been gathered from statistics in copies of the N. E. A. Journal for 1921-22, from the report of the N. E. A. Committee on Salaries and Tenure given in Boston this year, from reports sent out by the Bureau of Education, from reports of the Bureau of Labor Statistics, Department of Labor, from the investigations of Mr. C. A. Phillips and his committee, from the 1921 report of State Superintendent Sam A. Baker, and from personal correspondence.

SALARIES

Fundamentals:

While we may say that "we must finance public education in Missouri in such a way as to insure for the children of this State a first class modern education," we can arrive at that desideratum only through and by means of adequate salaries for the teachers. The two are inextricably linked.

Everyone admits the truth of the statement recently given in an editorial in the N. E. A. Journal: "Education is frankly recognized by thinking people everywhere as the basis of successful democratic government."

Reasoning then inversely from effect to cause—a stable prosperous democracy depends upon an educated, enlightened citizenry, produced by devoted, efficient, happy, satisfied teachers who are secured and retained by means of salaries sufficient to protect from the lure of the business world, the strain of making ends meet, and the spectre of penniless old age.

The President of the English Board of Education and members of Parliament, the Rt. Hon. H. A. L. Fisher said recently: "An anxious and depressed teacher is a bad teacher; an embittered teacher is a social danger." Also, "That nation which employs the best teachers with the highest pay and as a part of the best school system will be the best governed and therefore the greatest nation."

The teaching profession appeals to people with a desire for social service and for the attainment of ideals, but this appeal alone will no longer serve to bring a sufficient number of the right people into the profession and hold them there.

What, then, should be done with teachers' salaries?

Shall compensation be determined on the fluctuating basis of the rise and fall in the cost of living? Shall we not strive for a more permanent basis—one that goes deeper into the heart of education itself?

Shall the minds of teachers be constantly disturbed as prices rise—salaries always trailing far behind—and again disturbed at threatened salary reductions on account of mere hints of price decline?

We grant that economic conditions must have some bearing on the subject, but not in the degree with which we are familiar.

Review:

The Committee on Teachers' Salaries and Tenure of Office was first appointed in December, 1919. An Exhaustive investigation and report in 1920, and again in 1921, of existing states and national conditions by Dr. C. A. Phillips and his committee provided valuable data and guiding principles for state wide efforts toward better salary conditions for teachers.

The study prepared by Mr. C. A. Phillips on "Financing Public Education in Missouri," delivered before the Convention of School Administrators of Columbia, Missouri, on February 9, 1922, and later published in the April "School and Community" is a valuable contribution and adjunct to his previous committee reports.

National Situation:

Reduction in the cost of living since 1920, has been negligible according to a report of the Bureau of Labor Statistics of the Department of Labor, made public July 15, 1922. Food prices are 43% higher than in 1913, while rent, fuel, and clothing are practically double what they were in 1913. The report of the Salary Committee of the N. E. A. at Boston this year gives

a complete view of the national situation. It regards the salary situation on the whole as encouraging—rather surprisingly steady in the midst of industrial stagnation; very few places have reported decreases in salaries—a few reported increases, while the great majority of places were maintaining present schedules with automatic increases.

The most notable increase of the present year is that of Chicago granted in July of this year. A flat increase of \$500.00 was given to each and every teacher in the city, making their maximum for elementary schools \$2500.00. There is a tendency throughout the country to increase the room load of each teacher rather than reduce salaries where retrenchment is necessary. However, the median resulting is only 38 pupils per room in elementary schools and 25 per room in high schools.

As to salary for sick leave no place in the country is more generous to its teachers in this respect than Kansas City—granting 20 days sick leave each year on full pay and without the requirement of a physician's certificate. The median throughout the country is 10 days for large cities and three days for small ones. In Missouri the prevailing practice is for the sick teacher to pay her own substitute.

State Situation:

The figures given in the 1921 report of Mr. C. A. Phillips and his committee are practically unchanged for the year 1922. The average annual salary of all teachers in Missouri including cities has risen from \$533.00 in 1914-15 to \$990.00 in 1921. Outside of cities the change has been from \$458.00 in 1914-15 to \$700.00 in 1921. The median salary of all rural teachers in the United States (numbering 143,573) is \$774.00. Missouri is slightly below the median here.

In Missouri the total expenditure for teachers' salaries in 1914-15 was \$10,840,862, while in 1921 it was \$21,352,793. In a statement issued by the governor of Missouri on October 7th of this year, he stated that teachers' salaries averaged \$73.00 per month in 1920, and \$91.00 per month in 1921—also that State aid to the schools in 1921-22 was greater than ever before to the amount of \$3,165,337.

A nation wide investigation conducted by the Bureau of Education of the Department of the Interior beginning in January, 1922, shows the following results and the standing of Missouri in comparison with other states of the Union in Median salaries:

In cities over 100,000, Missouri ranks 7th in salaries.

In cities of 25,000 to 100,000, Missouri ranks 20th in salaries.

No report from Missouri on cities from 10,000 to 25,000 in salaries.

In cities from 2500 to 10,000 Missouri ranks 32nd in salaries.

In villages and towns employing three or more teachers, Missouri ranks 39th in salaries.

In country schools of three or more teachers, Missouri ranks 23rd in salaries.

In rural two-teacher schools, Missouri ranks 36th in salaries.

In one-teacher rural schools, Missouri ranks 36th in salaries.

In consolidated schools, Missouri ranks 42nd in salaries.

Only in median salaries paid in cities of more than 100,000 does Missouri occupy the same rank in teachers' salaries that she occupies in wealth among the states of the nation.

The most notable step forward in teachers' salaries in the State during the past year was taken by St. Joseph.

St. Joseph adopted a single salary schedule which went into effect in May, 1922. In this schedule salary depends entirely upon training and successful experience. The college graduate who teaches a third grade child receives exactly the same salary as the college graduate with the same experience who teaches a high school child.

We reaffirm the schedule submitted by your salaries and tenure committee of 1921 as the schedule necessary to elevate the standard of our schools and bring back some of our good teachers who have migrated.

(1) High school graduates with professional training, \$900 per year.

(2) Teachers with life certificates (60 semester hours) \$1200.00.

(3) Teachers with degrees A.B. and B.S. in education \$1500.00.

(Continued on page 30)

Measurement in Secondary Education

A. G. CAPPS, School of Education, University of Missouri.

An address delivered before the Secondary Schools Division of The M. S. T. A. at Kansas City, Nov. 18, 1922.

FUNCTION OF MEASUREMENT IN SECONDARY EDUCATION

Measurement in Secondary Education serves the following very important functions: standardization, classification, comparison, diagnosis, experimentation and publicity.

Standardization—The important problems of standardization confronting the teacher and administrator in the field of secondary education are definitions of goals, subject matter, methods and conditions. Every writer on secondary education has his own list of goals and the practitioner finds himself in a maze of uncertainty to know which one to follow. These statements of goals are general, indefinite, overlapping, and offer little aid to the teacher when he is conducting the daily recitation or the administrator when he is outlining the details of procedure in organization, supervision, and administration.

It is granted that these large general goals are necessary to guide and to delimit the educational activities, but within them and consonant with them should be found the detailed, specific, concrete and generally quantitative ones that form the immediate stepping rings to the larger ones.

Many of the groups of subject matter in secondary education need exact definition and careful description, e. g. general science, citizenship, and general mathematics. The "case method," the "terrain" method, and the "project" method of teaching are mystifying because of the multiplicity of concepts concerning their meaning. Careful definition or standardization would clear up to a great extent the haze that surrounds them and renders uncertain their relative values in the minds of the school people.

Classification—The chief problems of classification in secondary education are those of arranging the pupils into homogeneous groups according to mental capacity, to achievement in subject matter, and to rate of achievement in subject matter. The phenomenal development of

mental and educational tests in the last decade has made it possible to attack these problems in a scientific manner and to make one feel surer of their proper solution than has been possible before in the history of secondary education.

Comparison—Measurement makes it possible to compare exactly and definitely one school system with another in various ways; and one type of organization with another, e. g., the 6-6 plan with the 8-4 plan.

The results of the project method of teaching may be compared with those derived from the text book method. The socialized recitation may be compared with the text-book method. The supervised study plan may be compared with the unsupervised plan and evidence of their relative value obtained that is definite and understandable.

By the use of exact measurement it is safer to compare the efficiency of one teacher with that of another, the ability and status of one pupil or group of pupils with that of another, and the progress of one group of students with that of another.

Diagnosis—One of the most important functions of measurement in secondary education is diagnosis of special gifts, of specific defects, and of their exact nature. The first diagnostic tools were designed to measure these aspects for the class as a whole or the school system. However, the more recent ones have been designed to aid the classroom teacher by locating and defining the special abilities and disabilities of individual students. Teachers are in need of this information in order that they may get down to "brass tacks" in meeting the needs of their individual students.

Experimentation—Measurement is essential in the discovery of better school procedures. The old method of determining whether or not a procedure was better than existing ones depended on the attractive personality and the powers of oratory of the inventor or on the fact that it was advocated by some one high in authority,

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e. g., the superintendent of schools of New York City or of Chicago, or some professor in a large university. Too often the fact that a given procedure was new argued for its greater efficiency. However, the new method of scientific measurement determines the efficiency of a procedure by the weight of definite, objective and quantitative evidence in its favor, and our educators are demanding more and more evidence of this nature before they accept or reject a proposed procedure.

Publicity—Measurements of all kinds are now needed for publicity purposes. Secondary education must be sold to the people in most effective terms. The large financial demands made by secondary education at the present time and the fact that these demands will increase as a greater proportion of the children of school age enter high school make it absolutely imperative that vigorous selling campaigns be organized. High flown and beautiful phrased theories concerning the values of secondary education will not satisfy the taxpayer. On the other hand, he must be shown in definite, concrete and quantitative terms that high school education pays in dollars and cents and other recognized rewards. That is, the values of secondary education must be measured, charted and pictured from every possible angle and placed before its patrons.

METHODS OF MEASURING IN SECONDARY EDUCATION

Measurement in secondary education requires many other methods than tests and scales. For example, score cards may be used to rate teachers, buildings and equipment. The efficiency of the teacher may be determined by observing his methods or work, or the number of his pupils that become influential men and women in later life. An age-grade census may be taken. The student hour cost of instruction, fuel, lighting and janitorial service costs may be determined. The number of teachers with certain amounts of academic and professional training and successful experience may be ascertained. These and a large number of other measurements can and should be made in the high schools of Missouri. And it should be noted that many of these measurements are now being made in a number of high schools in the state.

However, tests and scales occupy a very important place in any scheme of measurement and doubtless come closer to the most vital problems in secondary education than do any other types of measurement.

TESTS AND SCALES ADAPTED TO SECONDARY EDUCATION

The two general types of tests and scales that may be used in measurement in secondary education are intelligence tests and educational tests and scales.

The intelligence tests purport to reveal the native ability of the student and the educational tests and scales are designed to determine the attainments of the students in specific school subjects. Educational tests had their origin only twenty years ago and their real beginning ten years ago. However, the movement in this short time has developed to astonishing proportions. Intelligence tests were first devised by Binet about seventeen years ago and their growth has equalled that of the educational tests. "The two movements have gone hand in hand, as indeed they should. Both must be used in conjunction if we wish to know the real facts about actual achievement of pupils and the efficiency of a teacher, a room, a building, or a school system."

Uses of Intelligence Tests in Secondary Education—Intelligence tests are now being used extensively to classify high school students into more effective teaching groups and to aid in comparing the efficiency of methods of teaching and of teachers.

It is becoming a common practice to give to students entering high school one or more standard intelligence tests to determine the range of native ability in order that the different sections in each subject may be more homogeneous in learning capacity.

The need for grouping is evident when one notes that the freshman class in one of the large high schools in Missouri made the following scores on Pyle's Mental Tests for High Schools; 2 scored 40, 2 scored 50, 1 scored 70, 2 scored 80, 2 scored 90, 3 scored 100, 4 scored 110, 10 scored 120, 15 scored 130, 22 scored 140, 9 scored 150, 6 scored 160, 12 scored 170, 4 scored 180, 1 scored 190, and 1 scored 200. This is a fairly normal distribution and shows the wide range of ability as in-

licated by scores--the highest score is five times as large as the lowest.

The advantages claimed for more homogeneous grouping (Miller, 21st Year Book, p. 205ff) are: (1) it makes possible an adaptation of the technique of instruction to the needs of the group; (2) it makes possible an adaptation of the materials of instruction to the needs of the group; and (3) it makes possible the operation of wholesome competition as an incentive.

In comparing two different methods of instruction, e. g., the text-book method and the project method, careful workers determine the mental capacity of each group or better still give an intelligence test to a large group of students and on the basis of the scores organize two homogeneous groups of substantially equal mental capacity. Otherwise, the results of the experiment would not be conclusive because one group might make the better showing due to higher intellectual capacity.

The efficiency of a teacher should be determined by the results he secures from the material with which he works. Obviously, it would be unfair to expect Teacher A to secure the same results in teaching algebra to a group of students whose mental capacity is 70 as Teacher B who is teaching the same subject to a group of students whose mental capacity is 100. The intelligence of the group of students instructed should be considered when passing judgment on the efficiency of the teacher, otherwise serious injustice may be done.

Group intelligence tests have been simplified so that the teacher, the principal, and the superintendent, who have had no special training in intelligence testing can give them and discover many important facts that will aid in classifying students and fitting methods of instruction and subject matter to their individual needs.

Group tests of intelligence that may be used are Terman's Group Test of Mental Ability for Grades 7-12, Pyle's Mental Tests for High Schools, the Army Alpha Group Intelligence Examination; Haggerty's Intelligence Examination Delta 2 may be used in the Junior High School, and Otis' Higher Examination for use in Grade 9-12.

Educational Tests and Scales--Educa-

tional tests and scales adapted to secondary education serve admirably all the general functions of measurement enumerated before, i. e., standardization, classification, comparison, diagnosis, experimentation and publicity. However, for the purposes of this paper attention will be given only to the first four.

They set up definite and detailed objectives which are alike clear to the teacher and to the student. This is particularly true for the subjects and parts of subjects that function as tools and, like mechanical tools, efficiency in their use is gained only by drill.

On the basis of educational tests and intelligence tests students may be better grouped than by mere chance for purposes of meeting the individual needs of the students. Someone has said that without grouping according to mental capacity and achievement the instruction bores the more efficient 25 per cent and mystifies the lower 25 per cent. It is obvious that if a class were divided into these three groups that instruction could be more nearly fitted to their needs.

Educational tests make it possible to compare accurately the achievements of the students in Algebra, Latin, Geometry, etc., with the achievement of students in the same subject in different school systems. Comparisons may also be made with the norms which have been derived from giving the tests to large numbers of students. And it should be observed that teachers and students alike profit by these comparisons.

However, the most important use to which educational tests and scales may be put is diagnosis of the individual weak points, individual strong points, and their nature. For example, a first year Latin test would reveal which students are weak in vocabulary, which are strong, and what types of words in the vocabulary are giving trouble and similarly for Latin grammar. Many of the tests and scales adapted to secondary education are designed to indicate specific individual needs.

Tests and scales have been devised to measure achievement in a large number of the subjects in the secondary curriculum, however, only some of the more important ones will be mentioned.

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EDUCATIONAL TESTS AND SCALES

History—Barr's Diagnostic Test in American History, and Sackett's Scale in Ancient History.

English—Willing's Scale for Measuring Written Composition, Nassau County Supplement to Hillegas Composition Scales, Monroe's Standardized Silent Reading Test, and Teachers' College Sixteen Spelling Scales.

Mathematics—Hotz's Algebra Scales, Illinois Standardized Algebra Tests, Monroe's Standardized Research Algebra Tests, Minnick's Geometry Tests and Starch's Geometry Tests.

Foreign Languages—Handschin's Modern Language Tests for Comprehension, Grammar and Silent Reading in French, Starch's German Reading and Vocabulary Tests, Brown's Latin Tests and Handschin's Spanish Tests.

Home Economics—Murdoch's Scale for Measuring Certain Elements in Sewing.

Science—Watkin's General Science Tests, Downing's Range of Information Tests in Science, Chapman's Tests in Electricity, Magnetism, Sound and Light, and Starch's Physics Tests.

If the high school subject in which you are interested does not appear in the foregoing list, we shall consider it a privilege to find out for you whether or not tests or scales have been prepared for it and advise you.

EDUCATIONAL SERVICE BUREAU PROVIDED IN PROPOSED BUD- GET OF UNIVERSITY OF MISSOURI

In this connection you will be interested to know that the Board of Curators of the University of Missouri is asking the next Legislature to supply the necessary funds to establish an Educational Service Bureau which will have as one of its func-

tions the work of assisting secondary school authorities in their problems of measurement. The Bureau could assist many high schools in giving, scoring and interpreting the mental and educational tests; it could assist other high schools by giving extension courses in these fields; it could assist still others by helping outline a testing program; and it could assist other high schools by preparing bibliographies on specific fields of measurement. In these and numerous other possible ways an Educational Service Bureau would function in increasing the efficiency of secondary education in Missouri.

At the present time there are many educational agencies in Missouri that are ready and willing to assist our high school people in carrying out measurement programs. In each of the five Teachers' Colleges and the School of Education there is one or more persons who would be willing, if requested, to render assistance. For example, certain members of the Faculty of Education of the University of Missouri have assisted in planning testing programs, giving scoring, tabulating and interpreting tests for 10,000 school children during the last twelve months. Further, Mr. E. M. Carter, Secretary of the Missouri State Teachers Association, asked me to advise you that he is willing to order any tests you may need and that he will be glad to take care of the business.

In conclusion, scientific measurement is indispensable to the future efficient development of secondary education, and will function in standardization, classification, comparison, diagnosis, experimentation and publicity. Further, every teacher-training institution in Missouri stands ready to give assistance to the school people in the field in removing secondary education from the chaos of guess work and opinion to the clear field of scientific procedure.

"Nail up every school house in the State" is the method hinted at by Representative W. E. Whitecotton as a means of securing food and clothing for the farmers of Missouri. For sheer audacity, narrowness and viciousness this is the capital suggestion. Coupled with it is the statement of the alarming fact that a certain bank cashier receives less for counting the money that passes in and out of the bank's coffers than does a certain city superintendent who looks after the educational interests of 400 mere children.



Department of Child Hygiene and School and Home Sanitation

Conducted by the
Missouri Tuberculosis Association
W. McN. Miller, M. D., Editor



FROM an article in the NEW YORK TIMES, December 17, we quote what pertains to reduction of tuberculosis in New York City since 1910, particularly in reference to the child hygiene work of the New York (City) Tuberculosis Association in the city schools.

The health work in the New York City schools and in Missouri runs in parallel lines, with this exception, namely—the work there is carried out more intensively, more persistently and more generally than in Missouri.

Notwithstanding this, the results achieved point as significantly to the eradication of tuberculosis in Missouri as in New York City, as figures which follow will show.

Following a statement referring to the plan of the New York (City) Association to extend its work into shops and factories of the lower east side, the article runs:

"As this work increases it is the belief of Godias J. Drolet, statistician of the New York (City) Tuberculosis Association, who formerly was with the Commission for the Prevention of Tuberculosis in France, that tuberculosis may in time be practically wiped out in New York City. Mr. Drolet bases this prediction partly on the strides that have been made in combatting the disease in this city in the last ten years.

"In 1910 tuberculosis in all its forms caused 10,074 deaths in New York. The death rate from the disease in that year was 210 for every 100,000 inhabitants. Last year, even though the city's population had increased 1,000,000, the total number of deaths from the disease was 5,922. This means that for every 100,000 persons living in New York City only 103 died in 1921 from the disease, while 107 were saved

from death under the conditions which prevailed in 1910.

"These figures were cited by Mr. Drolet to show what New York City has actually been able to accomplish. He called attention to the fact that in New Zealand tuberculosis causes the death of only fifty persons in every 100,000, as showing what may be accomplished in preventive work. He predicted that in the next ten years it will be possible to reduce greatly the vast economic losses caused by tuberculosis. These losses are the more serious inasmuch as two-thirds of the deaths are among men and the disease chooses as its victims heads of families at the time they are able to earn the most. It is the greatest scourge among workmen.

"The greatest danger among school children is with those who are undernourished. Investigation has shown that at least one-third of undernourished children have traces of tuberculosis, and that they are in constant danger from the disease. The New York (City) Tuberculosis Association has organized thirty nutrition classes for children who live in homes where there is tuberculosis and who are under weight."

In Missouri in 1911 tuberculosis in all its forms caused 5,113 deaths. The death-rate from the disease in that year was 155 for every 100,000 inhabitants. In 1921, even though the state's population had increased 110,720, the total number of deaths from the disease was 3,010.

That means that for every 100,000 persons living in Missouri only 88 died in 1921, from the disease, while 67 were saved from death under the conditions which prevailed in 1911.



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It has been the policy of the Missouri Tuberculosis Association to fight tuberculosis in and through the schools by health instruction in connection with the annual sale of Tuberculosis Christmas Seals, by instruction in health habits with the Missouri School Health Crusade and by the distribution by school children of printed matter pertaining to child hygiene and tuberculosis.

Resulting from these school activities has followed the passing of legislation pertaining to public health and its administration and enforcement by the State Board of Health and by county health officers and public health nurses.

Under the general administration of the State Board of Health, county public health units with the service of full-time county health officers and public health nurses are now operating in twelve counties in the State. This work in these counties includes nutrition classes for under-weight children as well as remedial service for children having physical defects and impairments.

The writer recently was informed by a prominent official in national public health service that in no state in the Union has so much progress been made in public health work in the last five years as in Missouri. He, however, did not mean to



say that Missouri ranks first of the states in public health work. Missouri still lags behind New York, Massachusetts and other states, but not without the prospect of overtaking them, if the Missouri spirit holds.

That this spirit has been engendered by the health educational work done in the schools no one can question.

If we would have Missouri become first, let our hands serve as this spirit calls, let us make her the healthiest, the happiest, the most prosperous of them all.

The Latin Investigation

By T. Jennie Green, Dep't. of Latin, Kirksville.

Before the Department of Latin Teachers, M. S. T. A., November 17, 1922.

A year and a half ago the General Education Board granted to the Classical League of America the sum of \$60,000 to be used for the investigation of Latin as taught in our secondary schools. Dean Andrew F. West of Princeton, president of the Classical League, was made Chairman of the special committee to conduct the investigation. The other members are W. L. Carr of Oberlin College, Mason D. Gray of East High School, Rochester, New York, and W. V. McDuffee of Central High School, Springfield, Mass. With the investigation in the hands of these four men of unquestioned scholarship, three of whom are in actual touch with the work in secondary Latin, there has been a feeling of satisfaction among Latin teachers generally that the investigation was to be made and much interest has been aroused in the outcome.

The first step taken by the committee was the formulation, with the help of Latin teachers throughout the country, of a list of objectives for the study of Latin. This list of twenty-six objectives includes all that any of us have ever claimed as our aims in Latin teaching.

Beginning with September, 1921, the committees began an extensive program of testing to discover to what extent the present course and present methods make it possible to attain the commonly accepted objectives. Tests were given in September of last year, again at the close of the first semester and of the second semester and they will be continued throughout this year. Mr. Carr makes this statement regarding the investigation: "The testing program is beyond question the most extensive and comprehensive ever undertaken in any field." There are 750 schools co-operating, 4200 teachers and over 100000

students. The testing program differs from those that have been conducted in other fields in that the tests are repeated with the same pupils for the purpose of measuring the growth that pupils make in one, two, three and four semesters. The original plan provided for the investigation to be completed in two years, but so many interesting problems have arisen that it is the hope of the investigators that some phases of the work may be continued through the entire four years of the high school Latin course.

One of the extraordinary features of the investigation is the co-operation of the departments of education in our great universities and teachers' colleges. One does not disclose a secret when he says that Latinists and educationalists have not always been in perfect agreement regarding the study of Latin. It seems to the writer that the committee in charge have shown unusual wisdom in asking help of the departments of education, and that the educationalists have shown their sincerity and a fine spirit of co-operation in accepting the invitation.

The analysis of all the data obtained in the testing program, and the interpretation of results have been placed in the hands of a committee of ten, and only one of the ten is a professor of Latin. One is a professor of history, and the other eight are from departments of education. This committee is E. L. Thorndike, W. C. McCall, W. W. Charters, B. R. Buckingham, V. A. C. Henson, M. E. Haggerty, T. J. Kirby, B. S. Davis, M. J. Van Wagenen, B. L. Ullman.

This committee cannot make any reports for another year, but the tests given the first year have all been analyzed and the results are being reported to the individual schools that gave the tests. Along with the report

is given the form for the different grades. A careful study of method and content of course is being made in those schools where any objective was attained with marked success. This phase of the work gives promise of help in method and content in a very practical way.

The vast burden that has rested on the committee may be better appreciated if one bears in mind that the tests for this extensive testing program had to be constructed for the most part. Nine of the twelve that have been given have been made for this investigation. The following is a list of the tests that have been constructed:

The Thorndike Test of Word-knowledge (five forms).

The Carr English Vocabulary Test (five forms).

The Buckingham-Cox Spelling Test (four forms).

The Charters Diagnostic Language and Grammar Test (four forms).

The Davis-Hicks Test in Roman History (two forms).

The Ullman-Kirby Latin Comprehension Test (two forms).

The Godsey Diagnostic Latin Composition Test (two forms).

The Pressey-Tyler Test in Verb Forms (two forms).

Nine other tests are in process of construction, some of which have interesting possibilities. We mention only three:

(1) A test by E. L. Thorndike to measure the effect of the study of Latin and mathematics in developing power in rational thinking.

(2) A test by Mason D. Gray to measure the relative ability of Latin pupils to master the technical vocabulary of other high school subjects.

(3) A prognostic Latin test by T. H. Briggs and E. L. Thorndike to predict the probable success of eighth and ninth grade pupils in the study of Latin.

It may occur to one that the vast testing program that is under way is by the very nature of things limited to the better schools. A school must be on a firm basis, with a more or less permanent corps of teachers before it can effectively take part in the tests. Because of this fact the committee has instituted state surveys in five rather widely separated states. These surveys will reach into every kind of school from the

small village that seldom has the same teacher two years in succession to the large city where appointment is relatively permanent.

Several controlled experiments are under way to determine what methods produce maximum attainment in the various objectives. Among these is one in ten schools of Iowa under the direction of Mr. Kirby and Mr. Ullman in the teaching of English grammar through Latin. Another is being conducted in New Jersey and Pennsylvania by thirty-three English and Latin teachers to determine the most effective method of teaching derivatives.

About 2000 teachers are assisting in an English word count to determine on the basis of range and frequency the 20000 most important words in the English language. The count is made of sections from the Encyclopedia Britannica, Literary Digest, Saturday Evening Post, some high school text books and other selected material giving a wide range of vocabulary. The work is under the direction of E. L. Thorndike and involves the counting of three and a half million words. The count is more than two-thirds completed. This study will do for the high schools what Thorndike's Word Book has done for the grades. It will give us the proportion of classical words in the vocabulary of the educated man who speaks the English language; it will give us as teachers the Latin vocabulary from which these English words are derived; it will show the relative importance, from the view point of English, of the Latin words in this list. Such knowledge will contribute to the improvement of our Latin teaching by giving a new basis for the selection of Latin vocabulary especially in a two year course.

Another indispensable study in connection with the above, also under the direction of Mr. Thorndike, is for the purpose of deciding where in the list of 20000 most important words the student of first year Latin begins to meet with unfamiliar words. Those words with which he is familiar may be made use of in teaching the Latin, and those that are new to him may give a scientific basis to writers of Latin texts, for the choice of a vocabulary that will be of most help in an understanding of English. The relation of Latin to English is being studied from another angle. This is the preparation of a Latin and Greek lexicon with all the English derivatives after each word. This involves

an analysis of the New Oxford (Murray's) Dictionary, and the work is being done by seventy-five teachers around Chicago, directed by professors in the University.

A study is being made of the kind of English used in translating Latin. This study is directed by S. A. Leonard, professor of English in the University of Wisconsin, and M. B. Hillegas of Columbia University. Professor Henmon, assisted by more than a hundred teachers, is making studies of Latin teaching in relation to French.

From a large number of others who are assisting in the investigation one might mention C. H. Judd of Chicago; President Jessup of the University of Iowa; Evan T. Sage,

University of Pittsburg; S. A. Colvin, Brown University; H. L. Smith and S. E. Stout, University of Indiana.

It is too early to have the returns from these many investigations but all who are interested in secondary education may well rejoice that so exhaustive a study is being made. The committee in charge is to be congratulated on its ability to secure the co-operation of so many competent helpers outside the ranks of Latin teachers.

Whatever may be the findings on the present status of our Latin teaching, we will have facts on which to base our policies for a great forward movement in secondary education.

Missouri Teacher-Training Work

By W. T. Carrington

The state began teacher training more than fifty years ago by establishing "State Normal Schools" at Kirksville and Warrensburg. Just fifty years ago the work was extended to Cape Girardeau, and to Jefferson City for training negro teachers. A chair of pedagogy was maintained at the University.

For thirty-six years these were the only institutions supported by the state that functioned as teacher training. The state spent from 1875 to 1883 about \$25,000 annually for teacher-training; from 1883 to 1891 about \$50,000 annually; from 1891 to 1899 about \$60,000 annually, and from 1899 to 1907 about \$100,000 annually. These expenditures were exclusive of cost of building.

The state spent little money for buildings for teacher training institutions prior to 1899. The first buildings at each place were paid for mainly by bonus money contributed by the localities. Beginning with 1899 the state has appropriated about \$2,400,000 for the erection of the buildings for teacher training institutions, an average of \$100,000 annually.

In 1903 the work at the University expanded into a real "School of Education." In 1904 St. Louis established Harris Teacher College. In 1905 the State Normal Schools were established at Springfield and Maryville. In 1913 the state began teacher training in high schools and there are now 126 teacher training departments in high schools. Since 1915 the state has contributed to the

support of the Teachers' Colleges in St. Louis and Kansas City.

From 1907 to 1911 Missouri spent, exclusive of cost of buildings, about \$350,000 annually for teacher training; from 1911 to 1915 about \$425,000 annually; from 1915 to 1919 about \$675,000 annually and from 1919 to 1923 about \$1,000,000 annually. Fifty years ago out of the total amount spent for education \$1 out of \$200 was spent for training teachers; twenty-five years ago \$1 out of \$100 was spent for training teachers; last year \$1 out of \$25 was so spent.

No state is doing more and better teacher training than Missouri. If the teacher is the school, as was so positively pronounced many years ago, who will question our state's progressiveness in education? Our demand for trained teachers has increased 800 per cent, but our conception of what constitutes good training has increased even more. Those who have given most of their lives to opening the way to a finer preparation for the life of a teacher and have tried to put the profession on a high plane of honor and dignity have reason to feel encouraged. Let us not, in the least, think there is any other true measure of progress in education. The training of teachers is the surest index to a state's rank in education.

There are many open questions relating to teacher training. Among them are: What constitutes the best preparation? How can

the state secure best results at minimum cost? How hold the well prepared teachers in the work for a maximum time? Is it possible to secure teachers well enough prepared to dispense with class room supervision? There is strong evidence in many places that the teaching is better than the supervision. The professional life of a well prepared teacher is too short. It is difficult to say why. Some have quit on account of inadequate salary, but this is not the only reason, if indeed, it is the chief reason for quitting the work early.

Education is the biggest function of the state and is of the greatest concern of the true parent and the patriotic citizen. Education is a business of universal interest. The parents want to get the best education possible for their children in a short time. The tax-payers want the best results for the least necessary cost. The teacher realizes that it takes time to build character and to put an active mind and a cultured soul into a well-developed body, that it takes money to provide the best environments for the mind, soul and body of growing children.

While ever mindful of the importance of both time and money, the trained teacher knows how to meet the demands of parents and taxpayers by taking up the waste in both time and money and by driving straight to the goal. Such is the proper conception of the well trained teacher.

In 1914, the Carnegie Foundation began a study of teacher preparation in Missouri. This study was completed and published in 1920. It is given in a large volume of nearly 500 pages. It is to be regretted that so few have opportunity to study this report. The main recommendation is that all public education in the state should be controlled by a small elective board so that there may be unity of purpose in the system as a whole and one that would be readily responsive to

changing needs of the state. There are conflicting plans and purposes which cause waste, hence there should be one authority to check up that waste.

It is also recommended that there should be closest co-ordination of the supervision of schools and the preparation of teachers and that the work of all teacher-training institutions should be determined after a careful and exhaustive study of the needs of the state. In this way only can it be determined what any given school or department should undertake. This should appeal to the profession and to the tax-payers of the state in view of the fact that the state has spent in 1921 and 1922 nearly three and a half millions (including erection of buildings) on teacher-training and that the ten separate controls have asked for four millions for the next biennial period and the state Tax Commission will recommend near three millions. May not the General Assembly wisely consider unified control?

The following are pertinent statements made in conformity with the report of the Carnegie Study:

(1) The State Superintendent of Public Schools as the head of the service into which teachers go, is vitally concerned in their adequate preparation and should have much to say in determining what constitutes the best preparation.

(2) No one should be admitted to a teacher training course who has not completed the equivalent of a four years high school course and full preparation for any teaching service should be four years of organized professional preparation of college character.

(3) The profession of teaching should be made attractive to women of capacity and character as a permanent life career. Marriage should not be a bar to such service, but an added qualification.

Music in Joplin High School

(Continued from page 10)

1 Piccolo
1 Flute
1 Oboe
2 Bassoons
5 Clarinets
1 Tenor saxophone
1 Baritone saxophone

5 Cornets
3 French horns
1 Baritone
4 Trombones
3 Tubas
1 Tympanist
1 Drummer

Of these instruments all but seven are owned by individuals.

At the opening of the school year a campaign was started for uniforms, and \$1,000 was raised by the band members alone. Business men never responded so willingly, for the band had always willingly responded to

their needs. The school board was not called upon for help. Even civic clubs were not called on, as such. The result of the campaign is that now the band is neatly uniformed, playing and marching in such a way as to make them and the city of Joplin justly proud.

The Glee Clubs are entitled to a very considerable share of the credit for what Joplin High School has attained in musical accomplishment. Of course, the voices of high school pupils are immature, but this does not keep them from attaining commendable heights in the production of good music. Last year these organizations rendered "The Mikado" in a very creditable manner, and this year will find them working on the production of "Robin Hood" or some other work that is within their range of ability. Professor Coulter believes in using original arrangements of music with his Glee Clubs, avoiding the so-called "arranged for high school voices" forms, which so often rob a selection of its beauty and destroy the effects desired by the composer. While the work of the glee clubs is less spectacular than that of the orchestra or the band, the members are none the less diligent and the results are equally as pleasing.

Professor Coulter makes use of the phonograph with his students in the study of selections on which they are at work. He has always at hand the records made by the

country's most famous groups and to these the students listen intently, usually with their own music before them and with rapt attention and studious attitude. The results of this work, Professor Coulter believes, are incalculably beneficial.

The success of the work is attributed by the instructor to the splendid spirit which prevails in the entire organization. He says "the members of the several groups seem knit together in bonds of friendship stronger than is common and this spirit of co-operation helps them over every difficulty. This spirit is fostered by picnics, parties and other social affairs—usually sponsored by one group which becomes the host of the others." It may be added that Professor Coulter is always the welcome chaperon of these functions, but assuming the role of one of the party rather than that of a chaperon.

Joplin is demonstrating in a remarkable manner the function of music in its high school. As a tie that unites the school and the community, as a practical means of training the students in community activities and service, as a means of making the student feel that he is a real vital factor in community betterment and as a course that gives to the student a training that will function throughout his career, music should commend itself to larger consideration in all the schools of Missouri.

THE NEED

By Edgar A. Guest

We were sittin' there an' smokin' of our
pipes, discussin' things,
Like lickin' votes for wimmin, an' the totter-
in' thrones o' kings,
When he ups an' strokes his whiskers with
his hand an' says t' me:
Changin' laws an' legislatures ain't, as fur as
I can see,
Goin' to make this world much better, unless
somehow we can
Find a way to make a better an' a finer sort
o' man.

"The trouble ain't with statutes or with sys-
tems—not at all;
It's with humans jus' like we air an' their
petty ways an' small.

We could stop our writin' law-books an' our
regulatin' rules
If a better sort of manhood was the product
of our schools.
For the things that we air needin' isn't
writin' from a pen
Or bigger guns to shoot with, but a bigger
type of men.

"I reckon all these problems air jest ornery
like the weeds,
They grow in soil that oughta nourish only
decent deeds,
An' they waste our time an' fret us when, if
we were thinkin' straight
An' livin' right, they wouldn't be so terrible
and great.

A good horse needs no snaffle, an' a good
man, I opine,
Doesn't need a law to check him or to force
him into line.

"If we ever start in teachin' to our children,
year by year,
How to live with one another, there'd be
less o' trouble here.

If we'd teach 'em how to neighbor an' to
walk in honor's ways,
We could settle every problem which the
mind o' man can raise.
What we're needin' isn't systems or some
regulatin' plan,
But a bigger an' a finer an' a truer type o'
man."

—Mississippi Educational Advance.

The Spirit of the Kansas City Meeting

(Continued from page 11)

all friends of education in the State and friends of Missouri University everywhere to do what they can for this great movement to build up a university adequate to the needs of a great commonwealth. His story of the little M. U. Club in New York City and of little Mary Lee of Laclede county made an impression that cannot easily be forgotten. Announcements of banquets were everywhere. It seemed to me that they gave evidence of the growth of fraternal spirit and professional interest. For the well rounded citizen of today there is not just one patriotism. There are many desirable centers of patriotism and devotion. The whole meeting gave evidence of a strong patriotism for education, for general free state education, and for state institutions devoted to the welfare and uplift of the masses. These banquets bore testimony of the development of loyalty and patriotism for many individual institutions and for definite specialized phases of educational endeavor.

The newest of these specialized phases of endeavor to put over a large, interesting and enthusiastic banquet was the new State Association of Principals of Elementary Schools. The Missouri Branch of Principals of Elementary Schools feels that it has a great mission to perform. At no distant day there will be consolidated districts throughout every county. Then all elementary education will be under the immediate, personal supervision of the elementary principals of the State. As the teacher, so is the class, and, just as surely, as is the principal so is the school, and so in a large measure will the teachers become. We are on the firing line, sometimes in "no man's land." Each must maintain a little normal college for the continuous improvement of his teachers, we must sell progressive education to the taxpayers. We have assumed and maintained

the role of leaders in the improvement of educational methods. We must be loyal and helpful to our superintendents in city and county. Sometimes we must bear with them patiently and lead them gently to better ideals and clearer vision, for they are always robbed of the immediate participation with teachers and pupils and are so swamped with details of business administration as not to have much time or energy for the study of the great problems of theory and practice that are always pressing to the front. In a large measure the setting up of standards and the maintenance of the quality of education for all the children of the country under fifteen years of age devolves upon the elementary school principals.

There is a growing spirit of co-operation among educators and educational institutions. There is a spirit of determination to sell more and better education at higher prices to the taxpayers of the State. The spirit of progress grows stronger year by year. Resolutions went over without debate that could not have been passed five years ago. Everybody is trying to think clearly of educational values. All are interested in phases of measurements of intelligence and achievement. There is a growing sympathy for the child of low intelligence and low achievement in school work. For these children there is a well nigh universal desire to modify the traditional academic bodies of knowledge and skill and add other activities better adapted to the development of their type of personality. The idea of offering such opportunities in both junior and senior high schools as will permit all children thirteen years of age to attend a junior high school and all sixteen years of age to attend a senior high school is gaining ground. Coupled with this is the desire to keep all pupils of high standards of intelligence and achievement in tra-

ditional work profitably employed without separating them from pupils of their own quota of experience and their own physical and social development. Very many teachers throughout the State desire practical methods of developing in the school a wholesome social atmosphere in which pupils will grow in self reliance, use their judgments, exercise choice to a greater degree, and get continuous practice in self-restraint and self-direction. For generations we have called the school a social institution and thought

of it as such both in the sense of its relation to society and daily experience in the school. We have heard from pulpit and lecture platform and have read in essay and poetry that the greatest business of education is the building of character. We have known for forty years that self activity is the only possible means of education. The Kansas City meeting seemed to show an awakening concerning these fundamental values and principles of education. On the whole the spirit of the meeting was hopefully progressive.

Report of Committee on Teachers' Salaries and Tenure of Office

(Continued from page 17)

Teachers with successful experience should have annual increments amounting to \$100.00 per year for a minimum period of three years.

Tenure—General View:

There are several angles from which to view tenure; that of the ambitious teacher who wishes to improve her condition; that of the teacher who delights in change; that of the efficient teacher in a small community who serves well but being human cannot please everybody all the time; that of school officials who feel that it is good for the morals of the system to drop a few teachers every year; and finally, that of the school officials who must dispose of "dead wood" in the teaching profession and at the same time temper justice with mercy.

Proper salaries, pensions, and good teaching conditions will improve tenure from the teachers point of view, while higher standards demanded of teachers, and enlightened public sentiment, and civil service precedents have served to improve tenure from the point of view of school officials.

Undoubtedly tenure has improved very much in recent years in the respect that there are fewer unjust dismissals and fewer cases of oppressive treatment.

An efficient school system cannot be built upon a shifting foundation. Schools taught by itinerant teachers must of necessity be inefficient.

The benefit of the invaluable cumulative experience obtained by teaching in one community for a period of years is never realized by the shifting teacher. The community loses also in the social and moral force that may be exerted by the permanent teacher.

Certainly no one thing strikes at the heart of school efficiency more certainly than tenure. So many factors are involved in the solution of the problem of tenure that little progress as yet has been made. Much may be expected in the next few years with the thought of the National Educational association and the various State Associations directed to that end.

National Situation:

It is known that 125,000 teachers annually leave the profession—that the median tenure of superintendents is less than three years, and that from one-third to two-thirds of the principalships in some states are vacant each year.

In a Bureau of Education study of all the rural teachers in South Dakota in 1919, 42.7% of the teachers were permanent in the schools, 10.5% were uncertain as to whether or not they would remain permanently in the profession, and 46.8% did not intend to make teaching their life profession.

California, Maryland, Massachusetts, Montana, New Jersey, New York, and Oregon have made a step toward improving conditions in their tenure laws.

The one submitted to the Ohio Legislature in 1921, by the Ohio State Teachers' Association failed of passage.

These laws in the main provide for a probationary period of two years or three years after which a teacher is placed upon indefinite tenure, removed only on written charges for such causes as immorality, unprofessional conduct, incompetency, evident unfitness or insubordination, after notice varying from ten to thirty days.

The removing agency is the Board of Trus-

tees in a majority vote. An appeal may be taken to a court of competent jurisdiction on a question of fact and law.

Each of these tenure laws embodies very careful provisions as to necessary training before being placed on indefinite tenure and confers very specific power upon superintendents and Board of Trustees to require growth in service.

The Ohio Bill which failed of passage in 1921, is very similar to the California law which was passed in 1921.

State Situation:

In Missouri, the tenure of teachers in the three cities of St. Louis, Kansas City, and St. Joseph exists without statutory enactment along the main provisions of the tenure laws given before.

In the state outside of the cities the following ten counties as reported in State Superintendent Baker's 1921 report are typical of the state situation and declare it in startling terms. The counties are referred to by number. The total number of teachers remaining five or more years in a position in towns having first class high schools is subtracted from the total number of teachers in the county remaining five or more years in one position, in order that the rural situation may be clear.

County	Total Teachers	One Year	Two Years	Three Years	Four Years	Five or More Years	Towns Five or More Years	Different Showing of Towns Outside County
No. 1	150	95	24	12	6	13	7	6
2	122	78	34	6	1	3	2	1
3	138	108	15	5	2	8	5	3
4	173	75	36	16	20	26	26	0
5	152	46	38	24	22	12	3	9
6	206	130	63	5	5	3	4	0
7	116	80	22	8	3	3	1	2
8	96	90	3	3	3	0
9	209	112	36	9	11	41	38	3
10	106	85	3	1	10	7	7	0

It is recommended by your committee.

Conclusions:

(1) That we shall depart as rapidly as possible from the fluctuating basis of economic conditions for teachers' salary standards and move to a permanent level sufficient to secure and retain the best teachers.

(2) That as an Association we declare for and urge the adoption of the Single Salary Schedule conditioned upon training and successful experience throughout the State, that superior teachers may not find it necessary

to leave the elementary schools to obtain proper recompense.

(3) That we endeavor to obtain at the next session of the legislature a minimum wage law of \$1000.00 for all teachers of the state of high school graduation and two years professional training.

(4) That we urge upon every school district in the state the desirability of an annual bonus, or automatic increase, to improve the tenure conditions.

(5) That we urge upon every school district in the state the desirability of establishing provisions to secure sabbatical leave on half pay with such conditions of study and travel as may safeguard the privilege. This will form another influence toward better tenure.

(6) That we approve as vital and necessary for proper school maintenance the assessment of property at full valuation.

(7) That a pension committee as an integral part of an improved tenure system be provided for by this Assembly.

(8) That more publicity shall be given to all reports, recommendations, and policies adopted by the Missouri State Teachers' Association and, if necessary, a publicity committee provided with an appropriation be placed in charge of it. This is not in derogation of the splendid work done by our

"School and Community" bulletin but to emphasize the fact that a campaign of education is needed, directed more specifically to Boards of Education and the tax-paying public throughout the state.

Heroic measures must be taken to help our great State of Missouri to her rightful place in education, and the Missouri State Teachers Association should be the policy determining agency to that end.

GENEVIEVE TURK, Chairman

Report of the Committee on Certification of Teachers

To The
Educational Council of the Missouri State Teachers' Association
November 15, 1922.

COMMITTEE

John B. Boyd, State Teachers' College, Springfield, Missouri
Elizabeth L. White, County Superintendent of Schools, Vernon County, Missouri
J. D. Elliff, Professor High School Administration, University of Missouri
Raymond Shoop, State Department of Education

PART TWO—RECOMMENDATIONS

I. Recommendations—Immediate

First: We recommend that the Legislative Committee of this Association be instructed to draft legislation, providing

1. That the third grade certificate be immediately abolished.

2. That all examination papers be graded by the State Department of Education, and that sufficient funds to carry out this purpose be included in the Budget of the State Department of Education.

3. That each set of examination papers filed with the State Department of Education be accompanied by a statement from the county superintendent giving the examination, concerning the personality, moral character, and probable success of the applicant.

We also recommend that the State Teachers' Colleges, the University of Missouri, and the State Department of Education take such steps as may be necessary to give equal value and tenure to certificates representing the same or equal academic and professional preparation.

II. Recommendations—Future

Your committee believes that the present plan of certifying teachers with little or no reference to the position to be held or to the work to be done, is wrong in theory and disastrous in practice. We have reached the stage in our educational development where we must not only raise standards, but where we can we should make the certificate itself positive evidence of fitness for the position sought. With this end in view your committee submits for study and discussion, the following:

PLAN FOR CERTIFICATION OF TEACHERS IN MISSOURI

1. All certificates shall be issued by the State Department of Education or by the Teacher Training Institutions supported by the state.

2. Kinds of certificates: Elementary, secondary, principals', superintendents', and specials.

3. Grades of certificates: There shall be three grades of elementary certificates: first, second, and third; and two grades, first and second, of each of the others. This classification is made with a view to the early elimination of the third grade elementary certificate.

4. Tenure of certificates: Elementary certificates, third grade, two years, renewable once; second grade, three years, renewable once; first grade, a permanent life certificate after four years' successful teaching in Missouri.

High school certificates, principals' certificates, superintendents' certificates, and special certificates, the same as first and second grade elementary certificates.

5. Requirements for certificates:

(a) Elementary third grade: completion of the full four years' Teacher Training Course in an approved school.

Elementary second grade: all requirements for the third grade, plus two years' standard college work, including or supplanted by certain required courses in education.

Elementary first grade: completion of a full four years' college course, the full equivalent of that now required for the B.S. degree in Education by the University of Missouri.

(b) High School 2nd grade: two year standard college work, including special preparation in the subject to be taught and 12 hours in education.

High School 1st grade: the completion of a full four years' college course, including at least one major in the subject of specialization and 24 hours in education.

(c) Principals' 2nd grade: the same as for the 2nd grade high school, except that the 12 hours in education must include not less than three hours in high school administration.

Principals' 1st grade: the same as for 1st grade high school, except that

(Continued on page 36)

GRAFONOLAS STEREOPTICONS

The Missouri State Teachers' Association has on hand at its office in Columbia

Five New Grafonolas Two New Stereopticons

These were taken on advertising in THE SCHOOL AND COMMUNITY and will be sold on very reasonable terms to teachers, patrons or schools. For prices address E. M. Carter, Secretary Missouri State Teachers' Association, Columbia, Missouri.

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Report of the Committee on Certification of Teachers

(Continued from page 32)

- not less than 9 hours of the 24 hours in education shall be in administration and supervision.
- (d) Superintendent's 2nd grade: the same as the second grade principals' certificate, except that the 12 hours in education must include not less than 6 hours in supervision.

Superintendents' 1st grade: the same as the first grade principals' certificate, except that not less than 12 hours of the 24 hours in education must be in supervision and administration.

- (e) Special certificates: the requirements for special certificates should be left to the State Department of Education.

Your committee believes that the above plan will lead to a satisfactory solution of the many and difficult problems involved.

We believe that the administration of the plan should be vested in the State Department of Education and not incorporated in the statutes. There should be a Department of Certification, well organized and given complete and full authority to determine the kinds, grade, tenure, and requirements for all certificates except those issued by the State Teacher Training institutions. Whether such a department of certification should be created under existing conditions, is a problem concerning which there is room for difference of opinion. Your committee believes that we can afford to wait until the office of State Superintendent of Schools is completely removed from party politics.

Items of Interest

Sedalia again demonstrated her belief in educational progress and continued her unbroken record of having never voted unfavorably on a better schools proposition when on December 8th she carried a bond proposition of \$500,000. The money thus voted is to be used in building a modern high school structure and re-building one of her grade buildings. The proposition was carried by a vote of about nine to one and received more than the necessary two-thirds majority in each of the fifteen voting precincts. One precinct composed of Negroes who had no direct benefits to derive from the proposition voted favorably at the ratio of 41 "for" to 1 "against."

The Desloge Community Teachers Associa-

tion is working under a Code of Ethics that was adopted at the beginning of this school year. The code has been printed in neat circular form and distributed among all parties interested, including the board members. In its essential features it corresponds with the Code as adopted by the State Association. Among other things the Desloge Code protests "against any organized or individual attacks which may be made with malicious intent to reflect upon and injure the personal or professional reputation of any teacher." If such attacks are made the Association pledges itself to take the necessary legal steps to protect the offended teacher in his or her means of earning a livelihood.

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employs a cook to furnish hot lunches to the school children. The cook works under the direction of a committee of the Association. A part of the necessary funds were raised at a school fair held recently which netted the organization over three hundred dollars.

Blodgett is completing a high school building, which is a modern two story structure, equipped with steam heat and running water. The grade building is also having this modern equipment installed. Blodgett is a new consolidated district and is transporting 125 rural children to the schools in three motor busses. This method of transportation is proving very satisfactory, according to Superintendent A. L. VanAmburg.

Professor Ira Richardson, who has a host of friends in Missouri, especially in the northwest section which he served for several years as president of the Northwest Missouri State Teachers College, spent the past summer as acting Professor of Education in the University of Wyoming. He is at the present time enjoying a new experience as a member of the Extension Division of the University of Oregon, his work taking him into the field a great deal, thus offering him

an opportunity to become acquainted with the schools and the people of the State.

Burlington Junction high school is this year launching upon a journalistic venture and is issuing a monthly paper called the "Student." The October number of this paper is a model in mechanical construction and content and will no doubt prove to be a distinct asset to the Burlington Junction school.

The State Teachers College at Maryville has the largest senior class in the history of the College. There are twenty-four who expect to complete work for their bachelor degree this year.

The Central Association of Science and Mathematics Teachers held their twenty-second meeting at the Hyde Park High school in Chicago on December 1 and 2. Among the Missourians scheduled to appear on the program were: Alfred Davis, Soldan High School, St. Louis, President of the Association; Rev. Wm. J. Ryan, S. J., St. Louis University; W. R. Teeters, Soldan High School, St. Louis; G. M. Holferty, Central High School, St. Louis; R. F. Holden, Soldan High School, St. Louis; Frank O. Kruh, Soldan

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High School, St. Louis; Charles S. Webb, Soldan High School, St. Louis; Keith G. Irwin, Grover Cleveland High School, St. Louis.

The *Versailles Statesman of Versailles, Missouri* devoted its first section of eight pages and a liberal part of its second section to the use of the high school students on November 30th. Two full pages were given over to pictures of the new high school building, (a structure raised out of the ashes of the old building that was destroyed about a year ago, and of which the community is justly proud) the board of education, the faculty and each of the four high school classes. The entire composition of this section was in the hands of the high school students and consists of "write ups" of the several departments of the school.

Coach W. N. Greim, of Warrensburg, was elected president of the Missouri Intercollegiate Athletic Association for the coming year, at the annual meeting of the Association representatives, held at St. Louis, December 4 and 5, succeeding George H. Prichard of Drury College.

Professor C. H. McClure resumed his work at the Central Missouri State Teachers College with the adjournment of the Constitutional Convention for its four-months' vacation. Professor McClure has served in the Convention as a member of several important committees, among them the Committee on Education.

Superintendent G. W. Earle, a well known Missourian, who has been superintendent of the school at Preston, Kansas, for some years, recently sent us a program of the dedicatory exercises held in honor of the completion of the \$80,000 high school building at that place. This district is a consolidated one and transports the children from its forty-five square miles of territory in four motor busses. The cost of transportation being about 22 cents per child per day.

One of the liveliest Community Associations of the State is the Community Teachers Association of Sedalia. Among its evidences of life are the following: Before the meeting of its district convention at Warrensburg its membership reached the 100% mark; it is 100% strong in the N. E. A. for the third year; it has no drives for membership; one-hundred per cent membership is accepted as a matter of course; in matters of general educational interest it functions as a leader; in

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the recent campaign for the County Unit its organization reached directly 85 of the rural districts with speakers, entertainers, etc., and literature and personal letters were widely distributed throughout the county. The activity of this Association is to be credited for the 2000 majority that the proposition received in that county. The recent successful campaign for a building program, aggregating \$500,000, in their own city, is indebted, in part at least, to the work of the members of this Association. In the election of delegates to the Constitutional convention Sedalia

gave overwhelming majorities to the candidates that had been endorsed by the teachers. This organization has demonstrated beyond question what the teachers can do when they are really organized.

Superintendent I. I. Cammack favors a plan for the co-operation of class room teachers with the administrative officers, according to the Kansas City Teachers' Journal. Superintendent Cammack is quoted as saying:

"We should strive to keep our organization thoroughly democratic. To secure the viewpoint of the class room instructor, to



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gain the benefit of his suggestions and counsel, I should be glad to set aside one afternoon each month for conferences with representatives of the class-room teachers. As I stated recently at the institute, our organization has become so big that we are in danger of drifting apart. We need to restore the old time intimacy between the teaching force and the executive staff, to exchange ideas and gain the sense of comradeship, which is the true basis of a fine, invigorating esprit de corps. We are engaged in a common task, our purpose and efforts are devoted to the same great cause, and the ends that we are striving for can be achieved best through conference, mutual understanding and good will. I should welcome any move in this direction that may be undertaken by the Co-operative Council."

To admit a non-voting representative of the teachers to all meetings of the Board of Education would be a distinct innovation, according to Mr. Cammack.

"So far as I know," said he, "there is no precedent for such an arrangement in any school system in the United States. Teachers may attend regular meetings of the Board the same as other citizens and through petitions they may present any matter they desire, either individually or collectively. However, the superintendent is the only official who is required to attend all meetings. In the printed rules and regulations of the Board there is a provision which states specifically that 'he shall be present at all regular and special meetings and shall have the privilege of entering into debate.' This regulation has been in effect since the school system was organized.

Superintendent J. R. Scarborough of Piedmont is conducting a school that may be justly characterized as a "going concern." The high school enrollment of 130 shows an increase of thirty per cent over that of last year. The four upper grades of the elementary school have been organized on the department plan and an improvement in work

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is a very noticeable result. Regular periods are devoted to music, sewing and drawing and these subjects have injected new life and interest into the school. The high school has two live literary societies. Superintendent Scarborough has arranged the course of study to meet the requirements of a teacher-training high school and this course he hopes to add in the near future.

The *Charlestonian* is the name of an attractive eight page paper published by the students of the Charleston High School. The first number of this paper appeared under date of November 1 and from its many interesting items we clip the following:

Seven Reasons for Attending High School:

1. It is a stepping stone to higher knowledge (Universities and colleges require High School grades for entrance).

2. It is required for employment in many business concerns.

3. After 1927 no one in Missouri may teach school without first completing a high school course.

4. As a financial investment it is worth

\$50. a day—life earnings of one without h. s. —\$15,000 a difference of \$40,000. High school education secured in 40 months—\$1,000 a month, \$50 per day.

5. It gives one a wider culture, a broader view point, and a better philosophy of life.

6. It is an "Open Sesame" which unlocks much of the learning of the past and permits us to commune with the great minds of the ages.

7. It will make one a better citizen in the state, and enable one to fit better into the general scheme of things.

The Need of a Tuberculosis Sanatorium for Negroes in Missouri is evident from the following facts:

In Missouri, the death-rate from tuberculosis amongst negroes is three and one-half times as high as amongst whites.

Of the total population of Missouri, negroes constitute one-fifteenth or six and one-half per cent.

Of all deaths from tuberculosis in Missouri, negroes contribute one-fifth or twenty per cent.

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Because they die at an earlier age from this disease than do the whites, negroes are responsible for over one-third or forty per cent of all years lost in life's expectation due to deaths from tuberculosis by residents of Missouri.

Twenty-five per cent or more of all the negroes of Missouri are employed in vocations that bring them into intimately close domestic relationship with the whites of the State, thus affording opportunity for the dissemination of tuberculosis to which negroes appear particularly predisposed, possibly not more so, however, than are whites who are engaged in the same occupations. Negroes having such occupations are: Household servants, laundresses, barbers, porters, janitors, waiters, farm laborers, teachers, clergymen, etc.

It has been conclusively determined by the New York City Society for the Improvement of the Condition of the Poor that fifty per cent of all the relief given in that city is occasioned by tuberculosis. On this basis, of all charitable relief called for in Missouri by negroes one-fifth is occasioned by tuberculosis.

These facts point earnestly and commandingly to the people of Missouri, even though taxpayers, that it is to their first interest that the State make provision for the care of tuberculous negroes in a state tuberculosis sanatorium. Such a sanatorium should be located within the State at such a point as is of easy access by the greatest numbers of negroes and in close proximity to a railroad center.

The estimated total cost and loss to Missouri on account of illness and premature death caused by tuberculosis in 1921 was \$24,080,000. Of the total amount thus lost one-fifth (\$4,816,000) is chargeable to tuberculosis of negroes. With proper care and treatment of these in sanatoria, the financial loss from the disease and its attendant spread by infection can rapidly be reduced.

PARENT-TEACHER ASSOCIATION NOTES

We are very glad to welcome home our State President, Mrs. Wm. Ullman, who with her family have been touring Europe for the last four months.

Immediately upon her return home Mrs. Ullman attended the National Board meeting at Des Moines, Iowa. Mrs. Ullman sent

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P. T. A. literature to the Queen of England, Queen of Italy, also discussed the matters with Educators from Porto Rico and Mexico, and since her return she has had further inquiries.

The Bulletin for November contains both High School and Elementary School Programs for P. T. A. Meeting. Teachers may receive them upon request. A new "Program Book" is in the printer's hands and will soon be ready for delivery and may also be received upon request.

We are pleased to announce the appointment of Mrs. J. T. Williams as State Chairman of Literature in the place of Mrs. Carl Eaton who has moved to California. Mrs. Williams is a former teacher in Los Angeles schools; is the wife of J. T. Williams, Prof. of Education of Drury College. Mrs. Williams' address is Woodland Cottage, Drury Campus, Springfield, Missouri. We feel that Mrs. Williams is a splendid acquisition to the state board.

The keen interest in P. T. A. in rural schools and the large number of new circles from rural districts is most gratifying.

For our "particular job" this year we want the Parent-Teacher Association to be of vital assistance to the rural schools.

We are also stressing our stay at home program and making high school a definite aim.

NEWS NOTES FROM CENTRAL MISSOURI STATE TEACHERS' COLLEGE

The installation of Rho Chapter of Kappa Delta Pi, national educational fraternity, at C. M. S. T. C., October 28, is an event worthy of note in educational circles all over the state, since this is the first chapter of this widely-known honorary organization to be established in Missouri. Dr. F. E. Thompson, of Beta Chapter, University of Colorado, and Grand Counsellor of the fraternity was the installing officer and nineteen persons were initiated. This fraternity was founded at the University of Illinois and now maintains twelve chapters in universities and teachers' colleges in all parts of the country. Dr. W. C. Bagby of Teachers' College, Columbia University, is the national president. Officers of the local chapter are: President: Miss Pauline Humphreys; vice-president, Logan Schilb; Secretary, Charlotte Alexander; treasurer, Caroline Aber; chapter counsellor, Dean C. A. Phillips.



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C. M. S. T. C. was well represented on the programs and committees of the State Teachers' Association at the annual meeting at Kansas City, November 15-18. President E. L. Hendricks, Dean C. A. Phillips, and Professor C. H. McClure, Head of the Department of History, all had places on important committees of the whole organization; Professor W. W. Parker, Head of the Department of English, was chairman of the constitutional committee of the English Section, and Miss Ella Groenwold, Head of the Department of Home Economics, was chairman of the Household Arts Section. Those faculty members who appeared on the program were Miss Pauline Humphreys, of the Department of Education, Miss Julia Hatz, of the Department of Home Economics, and Miss Aruba Charleton, Primary Supervisor in the Training School.

Miss Pauline Humphreys of the Department of Education, has been giving a series of mental tests to the children of the Sedalia Public Schools. She spoke recently before the Sedalia Woman's Club on "The Purpose of Intelligence Tests."

A Woman's Athletic Association has been formed at C. M. S. T. C., under the supervision of Miss Grace Moberly, Director of Physical Education for Women, and one hundred and fifty girls have enrolled to work for "points" in such sports as hiking, tennis, base ball, basket ball, swimming, dancing and hockey.

For the first time the Training School High School has an approved Teacher-training course, given under the supervision of the State Department and leading to a teachers' certificate. Fifteen students are taking the course. Miss Gertrude Hoscy is instructor.

Dr. Ward Edwards, librarian of C. M. S. T. C. and president of the Missouri Library Commission, gave two addresses before the Missouri Valley Library Conference at St. Joseph, October 17-18.

The Warrensburg Branch of the American Association of University Women was represented at the State Convention of that organization, held at Columbia, October 27-28, by Mrs. F. M. Walters, wife of Professor Walters of the College faculty and president

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of the local branch, and by Miss Ella Groenwold, Head of the Department of Home Economics, and Miss Gertrude Hosey, of the Department of Education.

The extension work of the State Teachers' College is being carried out this year on a larger scale than usual. Twelve members of the faculty are conducting regular extension classes and three hundred persons are enrolled in their courses.

BOOKS RECEIVED

Spontaneous and Supervised Play in Childhood—By Alice Corbin Sies. The Macmillan Company. Pages 442.

The author has avoided the ordinary plan of books on "Play" by her omission of description of formal games and the observations of children at play under the ordinary environment. She has attempted to describe and suggest favorable environment for play. She seeks to describe spontaneous play in a planned environment such as will stimulate the predispositions of children toward what is good in life. The well known truth that man has ever sought to change his environment to suit his nature rather than attempt to change his nature to suit his environment is applied to the child in its play period. A section of the book is devoted to each of the following subjects: Play and Work in Childhood; Dramatic Plays in Childhood; Movement Plays of Children; Plays Involving Movement, Impulse and Curiosity. The Appendix contains topical references and exercises for textbook assignment and a bibliography of references concerning play.

The Reading Process—By William A. Smith. The Macmillan Company. Pages 261.

In this book the author has directed the discussions to the principles of reading rather than to the methods. From its study the prospective teacher will be able to teach reading intelligently rather than by following blindly a method that she has not the necessary background to evaluate. The origin and function of language is carefully developed as is the evolution of written language. All the methods are discussed historically. Illuminating chapters on Eye Movements, Perceptual and Interpretative Processes, Development and Variation of Reading Ability, and Oral and Silent Reading are to be found in the volume. One of the most interesting chapters is that one on "The Content of Readers."

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The Junior Highway to English. A textbook for the seventh and eighth years. By C. H. Ward and H. Y. Moffett. Scott, Foresman and Company. Pages 329.

The teacher who is dissatisfied with her language and grammar text, and her name is legion, may find in this book a treatment that suits her. A cursory examination reveals several points of excellence. The first of these is the development of the sentence sense which is a bugbear so universal. This feature of the book is sufficient to justify a look at the other parts of it. Spelling is scientifically handled and emphasis is placed on words that children misspell rather than upon a mass of material that need not be learned for the simple fact that it is already known. It is certain that much time is wasted, ordinarily, by the study of words that need no studying. The authors have compiled this book from a mass of class room work selecting that which gave the best results.

The "Comma Book" for use with the Junior Highway to English is a series of exercises on the use of the comma. The pamphlet contains nineteen perforated sheets each of which is a complete exercise in punctuation.

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Actual Business English—By P. H. Deffendall. The Macmillan Company. Pages 202.

One of the distinguishing points of this book is that its title is a truthful one. This fact is verified by an examination of the contents. The book is introduced by a brief but sufficiently comprehensive view of the principles of English grammar. Common errors in business English are treated in such

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a manner as to lead one to believe that a careful study of these pages will go far toward correcting the errors. Punctuation is taught in a clear forceful way, the author taking care of one mark at a time. The sentence, the paragraph and the whole composition are discussed in an illuminating way. The whole aim seems to be to teach the student to write forcefully, clearly and correctly the kind of composition that will get business results.

Literature and Life, Book Two—By Edwin Greenlaw and Clarence Stratton. Scott, Foresman and Company. Pages 626.

This is the second of a series of four books that present a comprehensive course for literature in the secondary schools. It is not merely an anthology or a collection of material. The organization possesses originality and vitality. The introduction, *Learning to Read*, is a highly commendable feature of the book, emphasising as it does the creative side of reading and impressing the importance of re-living the selection read. The book contains a wealth of material not usually found in texts on English literature and notes and suggestions that are of the most helpful sort.

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